

## Dance Standards PK-3

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

**Essential Question:** Where do choreographers get ideas for dances?

Pre K DA.1.CR1.PK	Kindergarten DA.1.CR1.K	1st DA.1.CR1.1	2nd DA.1.CR1.2	3rd DA.1.CR1.3
1. Respond in movement to a variety of sensory stimuli (e.g., music/sound, animals, toys, narrative/story).	1. Respond in movement to a variety of stimuli (e.g., images, symbols, adverbs, adjectives, elements of nature, tactile, emotions).	1. Explore movement inspired by a variety of stimuli and identify the sources of movement inspiration.	1. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.	1. Experiment with a variety of self-identified stimuli for movement (e.g., text, images, observed dance, personal experiences).

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**Anchor Standard 2:** Creating—Organize and develop artistic ideas and work.

**Enduring Understanding:** The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

**Essential Question:** How do choreographers use structure and choices to create meaningful and aesthetic choreography?

Pre K DA.2.CR2.PK	Kindergarten DA.2.CR2.K	1st DA.2.CR2.1	2nd DA.2.CR2.2	3rd DA.2.CR2.3
1. Improvise movement that starts and stops on cue and expresses an idea.	1. Improvise movement that has a beginning, middle, and end and expresses an idea.	1. Create a series of movements with a beginning, middle, and end.	1. Create a dance phrase with a clear beginning, middle, and end that has a main idea.	1. Create a simple movement combination using other dance structures (e.g., AB, ABA, theme and variation, repetition) that may express an idea or feeling.
		2. Draw a picture of the movement.	2. Draw a map or picture of the dance.	

## Dance Standards PK-3

**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

**Essential Question:** How can I improve the quality of my work through self-reflection and feedback from others?

Pre K DA.3.CR3.PK	Kindergarten DA.3.CR3.K	1st DA.3.CR3.1	2nd DA.3.CR3.2	3rd DA.3.CR3.3
1. Respond to suggestions for changing movement through guided improvisational experiences.	1. Apply suggestions for changing movement through guided improvisational experiences.	1. Explore suggestions to change movement within short remembered sequences.	1. Make choices to change movement from guided improvisation and/or short remembered sequences.	1. Revise movement choices in response to feedback to improve a short dance combination.
				2. Describe the differences the changes made in the movements.

## Dance Standards PK-3

**Anchor Standard 4:** Creating-Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

**Essential Question:** In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

Pre K DA.4.CR4.PK	Kindergarten DA.4.CR4.K	1st DA.4.CR4.1	2nd DA.4.CR4.2	3rd DA.4.CR4.3
1. Move with opposing characteristics of speed (e.g., fast and slow), energy (e.g., sharp and smooth), and weight (e.g., heavy and light).	1. Match movement to musical tempo and apply different qualities to movement.	1. Recognize steady beat and move to beats at varying speeds.	1. Identify the length of time (duration) a move or phrase takes (e.g., whether it is long or short).	1. Fill specified duration of time with movement and differentiate between “in time” and “out of time” to music.
		2. Demonstrate movement that interprets descriptive words (e.g., use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and a joyful spin).	2. Choose and demonstrate movement qualities appropriate to different music selections and movement contexts.	2. Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

## Dance Standards PK-3

**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

**Essential Question:** What must a dancer do to prepare the body for artistic expression?

Pre K DA.5.PR1.PK	Kindergarten DA.5.PR1.K	1st DA.5.PR1.1	2nd DA.5.PR1.2	3rd DA.5.PR1.3
1. Demonstrate basic full body locomotor and non-locomotor skills and move individual body parts.	1. Demonstrate same-side and cross-body locomotor and non-locomotor movements and body shapes with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements, body shapes, and directionality with spatial awareness.	1. Demonstrate a range of locomotor and non-locomotor movements and basic dance combinations that require moving through space using a variety of pathways.	1. Demonstrate dance combinations with a partner or in a group combining body shapes and movement patterns.
2. Start and stop movement on cue, while maintaining personal space.	2. Move safely while maintaining personal space and demonstrate balance in various body positions.	2. Demonstrate balance while stationary and in motion safely, while maintaining personal space.	2. Adjust and modify movements and spatial arrangements upon request.	2. Adjust body-use to coordinate with others to safely execute movement with an awareness of body alignment.

## Dance Standards PK-3

**Anchor Standard 6:** Performing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

**Essential Question:** How can elements of production heighten the meaning and artistic intent of a dance?

Pre K DA.6.PR2.PK	Kindergarten DA.6.PR2.K	1st DA.6.PR2.1	2nd DA.6.PR2.2	3rd DA.6.PR2.3
1. Use a simple prop as a part of a dance.	1. Dance for others in a designated space.	1. Dance for others in a space where audience and performers occupy different areas.	1. Use simple production elements (e.g., hand props or simple scenery) while performing dance for others.	1. Explore simple production elements (e.g., costumes, props, music, scenery, and lighting) for a dance performed for an audience in a designated specific performance space.

## Dance Standards PK-3

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

**Enduring Understanding:** The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

**Essential Question:** How can I “read” a dance to interpret meaning?

Pre K DA.7-8.RE1-2.PK	Kindergarten DA.7-8.RE1-2.K	1st DA.7-8.RE1-2.1	2nd DA.7-8.RE1-2.2	3rd DA.7-8.RE1-2.3
1. Observe a dance, Identify a movement, and repeat it.	1. Demonstrate or describe observed dance movements.	1. Identify a movement in a dance that repeats.	1. Identify a movement from a dance that suggests an idea.	1. Identify and describe elements of dance (e.g., body parts, shapes, movement patterns, relationships, use of space, time, and effort) in an observed dance from a specific genre or culture.
		2. Describe it using simple dance terminology (e.g., march, tip-toe, jump).	2. Explain how the movement captures the idea using simple dance terminology (e.g., gallop, bend, turn).	

## Dance Standards PK-3

**Anchor Standard 9:** Responding—Apply criteria to evaluate artistic work.

**Enduring Understanding:** Criteria for evaluating dance varies across styles and cultural and historical contexts.

**Essential Question:** How do we evaluate the quality of dance?

Pre K DA.9.RE3.PK	Kindergarten DA.9.RE3.K	1st DA.9.RE3.1	2nd DA.9.RE3.2	3rd DA.9.RE3.3
1. Find a movement that you like in a dance.	1. Pick a movement from a dance and repeat it.	1. Identify several movements in a dance and describe the characteristics that make the movements interesting.	1. Observe different dances and discuss characteristics of the dances that make them work well.	1. Select dance movements from specific genres or cultures.
2. Explain why it is fun to do.	2. Explain why you like it.	2. Talk about why they were chosen.	2. Explain why, using simple dance terminology.	2. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

## Dance Standards PK-3

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Dance reflects personal identity, values, and beliefs through how one creates, performs, and responds to dance.

**Essential Question:** How does dance relate to and develop personal identity, values, and beliefs?

Pre K DA.10.CO1.PK	Kindergarten DA.10.CO1.K	1st DA.10.CO1.1	2nd DA.10.CO1.2	3rd DA.10.CO1.3
1. Show a dance movement experienced at home or elsewhere.	1. Recognize and name an emotion that is experienced when watching or performing dance and relate it to a personal experience.	1. Share a personal experience and express it through dance movement.	1. Describe, create, and/or perform a dance that expresses personal meaning.	1. Compare the relationships expressed in a dance to relationships in one's own life.
			2. Explain how certain movements express this personal meaning.	2. Explain how they are the same or different.

## Dance Standards PK-3

**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

**Essential Question:** How does dance relate to society, culture, history, and other disciplines and areas of study?

Pre K DA.11.CO2.PK	Kindergarten DA.11.CO2.K	1st DA.11.CO2.1	2nd DA.11.CO2.2	3rd DA.11.CO2.3
1. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate them.	1. Observe a work of visual art. Describe what is seen and express it through movement.	1. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	1. Read or write a story and dance it.	1. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.